



Participation

Spring 2008

English Language Arts and Mathematics

High School

Grade 11

Official Released Items

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The Grade 11 *Participation English Language Arts and Mathematics* assessment was administered for the first time in Spring 2007. The Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2008 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended High School Content Expectations (EHSCes), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2008 Grade 11 *Participation English Language Arts and Mathematics* assessment. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

English Language Arts Assessment Component	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by assessment component)
Word Study	3	1	
Comprehension	3	1	
Expressing Ideas	4	1	
English Language Arts Item Subtotal	10	3	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Quantitative Logic and Literacy	8	3	5 (varies by strand)
Algebra and Functions			
Geometry and Trigonometry	2		
Statistics and Probability			
Mathematics Item Subtotal	10	3	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	20	6	10
Total Possible Points	120		

*3 points/item Primary Assessment Administrator/item Shadow Assessment Administrator = 6 points possible/item

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Participation General Directions

- Prior to administration, review the assessment items. The Participation assessments use two item formats: selected-response items and activity items. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *2007/2008 MI-Access Coordinator and Assessment Administrator Manual* and the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program (www.mi-access.info) both contain examples on how the rubric should be applied.
- Selected-response items are designed to assess the English language arts (ELA) and mathematics Extended High School Content Expectations (EHSCEs) created to link with the Michigan Curriculum Frameworks' Content Standards. Answer choices to the selected-response items are presented in the form of graphics on 8½ x 11 picture cards that students must view and respond to in order to answer the question. The picture cards must be presented twice, and the student must correctly respond twice for each of the selected-response items. Again, the P/SI Online Learning Program and MI-Access manual contain examples of how to present items with two choices.
- The activity items are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EHSCEs can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.
- All Participation selected-response items and some of the activity items require graphics. These have been provided as thumbnails in the booklet on the page containing the item and as separate full-page (8½ x 11) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have all of the required picture cards and that the correct graphics are used for the appropriate item.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid data, carefully review the "Scoring Rubric Flow Chart" included in the *2007/2008 MI-Access Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur. While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be certified staff or school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- Both the PAA and SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located in the assessment booklet following the assessment items. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity item observed. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a number 2 pencil.

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will introduce him/herself with added detail by selecting 3 pictures or words that reflect personal interest, such as friends, school locations, or family members (from a set of 3 related and 3 unrelated items), during a sharing/social activity with the class.

SCORING FOCUS: Introducing self with added detail

Item R2

ACTIVITY: The student will focus on a 5-minute interactive discussion/conversation by making 3 contributions through means such as words, gestures, or facial expressions, during a leisure time activity.

SCORING FOCUS: Focusing on interactive conversations

Item R3

ACTIVITY: The student will accurately communicate which 3 items are necessary for personal hygiene, such as a comb, toothbrush, or soap (from a set of 3 necessary and 3 unnecessary items), during preparation to complete a personal hygiene/grooming activity.

SCORING FOCUS: Communicating accurately

Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly indicate the difference between whole and part when engaged in a familiar food preparation activity, such as assembling ingredients for a snack. For example, the student could be shown a whole cup of milk and part of a cup of milk and then asked, "Which one is a whole cup?"

SCORING FOCUS: Differentiating between a whole object and part of an object

Item R2

ACTIVITY: The student will correctly indicate which group of items contains **more** following a familiar sorting activity involving 2 types of objects of similar size, such as nuts and bolts or beads of 2 different colors. Following the sorting, the larger group should have 3 times as many objects as the smaller group. For example, the student could sort a mixture of 15 bolts and 5 nuts, and then be asked, "Which group has **more**?"

SCORING FOCUS: Determining which set of objects has **more**

Item R3

ACTIVITY: The student will correctly distinguish between 2 coins and 2 other objects of similar size (e.g., buttons, bottle caps, etc.) during a familiar instructional routine. For example, the student could be shown 2 quarters and 2 buttons presented in a row and then asked, “Which ones are coins?” or “Which ones are money?”

SCORING FOCUS: Distinguishing between coins and other objects of similar size/shape

Both the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity item observed. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a number 2 pencil.

Student Name: _____

MI-Access Primary Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts**Item R1**

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Mathematics**Item R1**

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts**Item R1**

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Mathematics**Item R1**

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Below is a list of the Extended High School Content Expectations (EHSCE) for each released item found in this booklet. The chart contains the EHSCE code and a brief description of what is measured.

Full descriptions of the EHSCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

English Language Arts		
Released Item Number	EHSCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	EHSCE.P.1.5.1a	Introducing self with added detail
		Comprehension
R2	EHSCE.P.2.1.10a	Focusing on interactive conversations
		Expressing Ideas
R3	EHSCE.P.1.3.7a	Communicating accurately
Mathematics		
Released Item Number	EHSCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Quantitative Literacy and Logic
R1	EHSCE.P.L1.2.1a	Differentiating between a whole object and part of an object
R2	EHSCE.P.L1.1.1a	Determining which set of objects has more
R3	EHSCE.P.L1.2.1b	Distinguishing between coins and other objects of similar size/shape



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